DOCUMENT RESUME

ED 223 802 CE 034 234

AUTHOR Hawkins, Nancy Malloy
TITLE Word Processing. Kit No. 202. Instructor's Manual [and] Student Learning Activity Guide. Business and Office Education.
INSTITUTION South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE 82
GRANT SC-5058-76-I-211-0330
NOTE 28p.; For related documents see CE 034 351-353.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Behavioral Objectives; Employment Opportunities; Job Skills; Labor Market; Learning Activities; *Office Machines; *Office Occupations; *Office Occupations Education; Programed Instructional Materials; Secondary Education; *Vocational Education; *Word Processing

ABSTRACT

This student activity kit consists of a programmed, self-instructional learning guide and an accompanying instructor's manual. Provided in the student guide are materials dealing with the following topics: word processing careers, local job demands for word processing workers, the history of word processing, work production, electronic typewriters, and planning a 4-year course of study for a business education program. Each section of the guide contains an instructional objective, programmed text, and a checkpoint. Included in the teacher's manual are the following: suggestions for implementing the activities, goals, and instructional objectives; an answer key to the lesson's six checkpoint activities; and duplicating masters of a view fact sheet and six checkpoint activities. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED223802

BUSINESS AND OFFICE EDUCATION
WORD PROCESSING

Kit No. 202

INSTRUCTOR'S MANUAL

STUDENT LEARNING ACTIVITY GUIDE

State Department of Education
Office of Vocational Education
Prevocational Education
Columbia, South Carolina

CE 034 234

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E L Knight

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Prepared by
Nancy Mallory Hawkins
1982

TITLE OF ACTIVITY

Kit No. 202, Business and Office Education – Word Processing

DURATION

Main Activity – 5 to 8 class periods
Follow-Up Activity – 2 to 3 class periods

GOALS

The student will explore new careers created by word processing and will be able to discuss the job skills required to work in a word processing office.

The student will explore the job demands for word processing workers in the local business community.

The student will be able to trace the history of word processing.

The student will be familiar with the three key components of word processing.

The student will understand work production.

The student will become familiar with an electronic typewriter.

The student will be able to plan a four-year course of study in the area of business education.

INSTRUCTIONAL OBJECTIVES

Acquaint the student with the job demands for word processors.

Acquaint the student with the concepts of word processing.

Motivate student interest in word processing.

Acquaint the student with an electronic typewriter.

Help the student explore the business education curriculum and provide guidance in planning a four-year course of study at the secondary level.

ACTIVITY IMPLEMENTATION

A. Activity Description

The student will become familiar with the concepts of word processing and the job demands for word processors.

B. Materials

1. Audio Visual Equipment
   None
2. Technical Equipment
   Electronic typewriter (optional)
   Dictionaries, one for each student
3. Expendable Materials
   Scissors (one for each two students)
   Glue sticks (one for each two students)
   Classified ads from several days (the student should supply these ads)
   Pen and/or pencils
   Notebook paper
   Line counter – typewriting ruler (one for each student)

C. Preparation Prior to Class

Prepare masters for this activity.

A businesslike atmosphere in the classroom, familiarity with the learning guide and equipment, and an awareness of the vocational objectives for the guide will increase the overall effectiveness of this activity.

D. During Class Session

Give each student an Activity Guide. Remind the students to follow the directions and complete each check point.

Have students (individually or in group) prepare bulletin boards which deal with the different components of word processing. Vendor's advertisements are extremely careful.

E. Follow-Up Activities

1. Have each student complete a VIEW Fact Sheet.
2. Invite a guest speaker from the field of word processing. Ask the speaker to discuss the following topics

A. How the office has changed from the traditional office to the word processing office
B. Define job duties and titles
C. Available career opportunities
D. Skills and attitudes that are essential for success in a word processing office

3. Visit a word processing center and a traditional office situation.
4. Invite speakers from companies producing word processing equipment.

ANSWER KEY

Check Point No. II

1. the late 1800's
2. men
3. False
4. False
5. $10 per week
6. 50 to 60
7. $150 to $175
8. True
9. Typewriting; dictation
10. 90
11. 7,300
12. Word processing; automated office systems
13. Paperless
14. 1960
15. Germany

Check Point No. III

1. Personnel; procedures; equipment
2. Personnel
3. True
4. Correspondence; administrative
5. Correspondence
6. Administrative
7. Centralization
8. Word processing; entire
9. Written
10. Input; output
11. Dictation
12. Automatic Typewriters
13. Portable; desktop; centralized

MASTERS FOR DUPLICATION

VIEW Fact Sheet
Check Point No. I
Check Point No. II
Check Point No. III
Check Point No. IV
Check Point No. V
Check Point No. VI

VIEW FACT SHEET

NAME _____ CLASS _____ OCCUPATION _____

A. List the advantages (good points) of this occupation (job).

B. List the disadvantages (bad points) of this occupation (job).

C. List three things you should know to do this occupation (job).
1.
2.
3.

D. What type of education should you get to be prepared for this occupation (job)?

E. What courses must you take to go into this occupation (job)?

F. What do you think your future in this occupation (job) will be?

G. What wage can you expect in this occupation (job)?

H. What are the working hours of this occupation (job)?

I. To learn more about this occupation (job), write to:

J. Using a scale of 1 to 5, circle the number that measures your interest in this occupation (job) as a possible career.

I don't like it. 1 2 3 4 5 I like it.

CHECK POINT NO. I

Using the classified ads, find as many advertisements as you can that are looking for word processing workers. Write the names of these jobs below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Chose four classified ads. Cut them from the paper and glue them on this sheet. Answer the five questions about each ad.

_____

Title _____ Title _____

Salary _____ Experience _____ Salary _____ Experience _____

Personal requirements _____ Personal requirements _____

_____ _____

Duties _____ Duties _____

_____

Title _____ Title _____

Salary _____ Experience _____ Salary _____ Experience _____

Personal requirements _____ Personal requirements _____

_____ _____

Duties _____ Duties _____

CHECK POINT NO. II

Answer the following questions about the information you just read.

1. The typewriter was first introduced in _____.
2. The first secretaries were _____.
3. Men were very happy to have the typewriter to help with office work. (True or False).
4. Word processing is changing the role of the secretary. (True or False)
5. How much salary were secretaries paid in 1910? _____
6. In 1910, secretaries could type ____ or ____ words per minute.
7. Today secretaries are paid ____ to _____ weekly.
8. Dictation equipment met with opposition when it was first introduced into the office. (True or False)
9. _____ and _____ equipment increases productivity, improves quality of documents, and reduces time and energy in the office.
10. In today's office, the number of people who generate paperwork has increased ____ %.
11. American business uses approximately _____ miles of paper a day.
12. The answer to reducing the amount of paperwork in today's office can be found in _____ _____ and _____ _____ _____.
13. The office of the future will be a _____ office.
14. The word processing concept originated in the year _____.
15. The term "word processing" originated in the county of _____.

CHECK POINT NO. III

Answer the following questions about the information you just read.

1. Name the three components of word processing.
   1. _____
   2. _____
   3. _____

2. The most important component of a word processing system is _____.

3. The word processing movement has changed the role of the traditional secretary. (True or False)

4. Word processing divides the secretarial function into two categories.
   1. _____
   2. _____

5. The typing duties are the responsibilities of the _____ secretary.

6. Work tasks, other than typing, are the responsibilities of the _____ secretary.

7. The traditional method of performing secretarial duties is being replaced by _____.

8. A "total centralization" system provides a _____ center which does the secretarial support work for an _____ company.

9. A procedures manual spells out the prescribed method of handling all _____ communications.

10. The two categories of word processing equipment are _____ and _____.

11. _____ equipment is an example of input.

12. _____ are examples of output equipment.

13. Name three types of dictation equipment.
   1. _____
   2. _____
   3. _____

CHECK POINT NO. IV

Measure 8 pages selected by your instructor and record your answers on the chart.

WORK MEASUREMENT

Page No.	Lines Counted

CHECK POINT NO. V

Using the operating instructions and reference manual of the typewriter you have available, store a letter or a memo and allow each student to play out the stored document.

Since most students in this class will have never taken typing, it is perhaps best that you do all the keyboarding and allow them the opportunity to perform only the simplest of tasks.

CHECK POINT NO. VI

Business Education Secondary Plan Sheet

*Eighteen units of credit are required for a high school diploma. Electives may be chosen from the Business Education course offerings.

**These courses are required for the Business Education Program.

Units Required for Graduation

English	4	Mathematics	2
Natural Science	1	U. S. History	1
American Government	½	Principles of Economics	½
Social Studies	1	Physical Education	1
Electives	7		

GRADE 9

*1. English
*2. Social Studies
*3. Physical Education
*4. Mathematics
5. Introduction to Business
6. _____ elective

GRADE 10

*1. English
*2. Mathematics (preferably Business Math)
*3. Government/Economics
*4. Natural Science
**5. Typewriting I
6. _____ elective

GRADE 11

*1. English
*2. U. S. History
**3. Shorthand I or Accounting I or Recordkeeping I or Typing II
4. _____ elective
5. _____ elective
6. _____ elective

GRADE 12

*1. English (preferably Business English)
**2. Shorthand II or Accounting II or Typing II
*3. Office Procedures or Business Principles and Management
4. _____ elective
5. _____ elective
6. _____ elective

Notes: _____

BUSINESS AND OFFICE EDUCATION
WORD PROCESSING

Kit No. 202

STUDENT LEARNING ACTIVITY GUIDE

State Department of Education
Office of Vocational Education
Prevocational Education
Columbia, South Carolina

BUSINESS AND OFFICE EDUCATION
WORD PROCESSING

INTRODUCTION

People looking for careers in business will find new and exciting opportunities in word processing. Word processing is a new concept and when implemented correctly, the traditional system of filing, typing, handling mail, telephoning, handling records., etc. becomes more efficient.

In this Activity Guide, you will have the opportunity to explore word processing careers, learn the major word processing concepts, and plan a four-year course of study in the area of business education.

GOALS

The student will explore new careers created by word processing and will be able to discuss job skills required to work in a word processing office.

The student will explore the job demands for word processing workers in the local business community.

The student will be able to trace the history of word processing.

The student will understand work production.

The student will become familiar with an electronic typewriter.

The student will be able to plan a four-year course of study in a business education program.

DIRECTIONS

With your materials in hand open your booklet to Objective I and proceed.

PROGRAMMED TEXT

INSTRUCTIONAL OBJECTIVE I

The student will explore new careers created by word processing and will be able to discuss job skills required to work in a word processing office.

The student will explore the job demands for word processing workers in the local business community. Read the following job descriptions for word processing personnel.

Associate Correspondence Secretary

The entry-level position of associate correspondence secretary requires the following qualifications: average typing skill; experience or training with dictating equipment; experience or training in typing letters, reports, and tabulations; a knowledge of basic business vocabulary; and a knowledge of basic business formats. The trainee in this position will work under close supervision learning to operate word processing equipment, transcribing from dictating equipment when specific instructions are provided, typing copy from rough draft when revisions are indicated and format is unchanging, and playing out prerecorded material. The trainee will receive detailed instruction and guidance and have completed work revised to assure accuracy and adherence to established requirements. Work is reviewed by higher graded employee before being released.

Correspondence Secretary

The position of correspondence secretary requires that the secretary have good typing skill; have mastery of basic magnetic keyboard operation; have mastery of basic business formats; have mastery of basic business vocabulary; and have knowledge of grammar, punctuation, and spelling. The correspondence secretary will work under general supervision and be responsible to the supervisor of word processing. Other duties are: establishing work priorities; operating automatic typewriter requiring manual typing, magnetic recording, playback, revision, correction, and merging of material through operation of the automatic typewriter and associated tape control unit; selecting proper letterhead, necessary carbons, and master library tapes as requested; transcribing from dictating equipment; typing copy from rough draft; playing out prerecorded material using variables; typing letters, reports, and tabulations using correct format; proofreading typed material; having knowledge of company standards and practices; and meeting established quality standards, procedural requirements, and production deadlines.

Proofreader

The proofreader, who reports to the supervisor of the word processing center, must have knowledge of correct spelling, punctuation, and grammar principles, as well as an understanding of company policies, standards, practices, and overall goals. The proofreader reads hard copy for text content, spelling, punctuation, grammar, and typographical errors.

Supervisor of Word Processing Center

The supervisor of the word processing center, who reports to the manager of word processing/administrative support operations, has administrative responsibilities for operating the word processing center and must be capable of carrying out the word processing center's assigned objectives within the limits of approved policy and budgets. The supervisor must have an understanding of

BEST COPY AVAILABLE

the company's policies, procedures, and overall goals. The supervisor hires, trains, and evaluates word processing personnel; prepares management reports and allocates center costs to user departments; controls the budget; coordinates services with supervisor of administrative secretaries; coordinates and schedules work for maximum utilization of personnel and equipment; acts as technical expert for procedures, equipment, and work flow; acts as liaison to, or trainer of, principals; participates in company planning; maintains quality control and quantity control; maintains and updates programmed stored data; and may write procedures manual.

Associate Administrative Secretary

The entry-level position of associate administrative secretary requires the following qualifications: secretarial experience or training, adequate typing skills, knowledge of routine clerical functions, ability to compose and/or edit rough drafts, and ability to work as part of a team. Training in dictating skills is preferable. The trainee in this position will work under close supervision performing routine clerical functions such as processing mail; filing; answering the telephone; duplicating and collating materials; performing miscellaneous support duties; receiving training in preparing reports and projects; and receiving visitors. The trainee will receive detailed instruction and guidance.

Administrative Secretary

The position of administrative secretary requires that the secretary be capable of handling routine clerical functions; be qualified to compose and edit rough drafts; be capable of dictating documents; and be capable of working as part of a team. The administrative secretary will work under general supervision; be responsible to the supervisor of administrative secretaries; and provide necessary secretarial support for any given department or group. Other duties are using shorthand and machine transcription; proofreading copy; processing mail; answering routine correspondence; maintaining files; receiving telephone messages and placing calls; scheduling appointments; maintaining principal's calendar; receiving visitors; collecting data; performing research projects at principal's request; preparing reports; and duplicating and collating materials.

CHECK POINT

Using the classified ads, find as many advertisements as you can that are looking for word processing workers. Obtain a copy of Check Point No. I from your instructor and write the names of these jobs in the spaces provided.

After you have written down the names of the jobs, chose four classified ads and cut them from the newspaper. Glue each ad in the appropriate space and answer the five questions about each ad.

Have your instructor check your work.

INSTRUCTIONAL OBJECTIVE II

The student will be able to trace the history of word processing.

Read the following information. Look up any words that you do not understand.

History of Word Processing

The manual typewriter was the forerunner of today's impressive electric typewriter. Christopher Sholes was the fifty-second man to invent a typewriter, but it was his version that became the first typewriter that was perfected to such a degree that it was an improvement over handwriting. Although the machine was bulky and unwieldy, it operated at a speed faster than a man could write and its letters were always legible.

Although the typewriter is the invention that has had the greatest impact on the office, the machine met with great resistance when it

was first introduced in the late 1800's. People were reluctant to change to a "newfangled" machine that was expensive and unproved. Today the same attitude prevails with regard to some word processing equipment. People are reluctant to change – this is human nature. History has proved that the more profound an impact a new invention is likely to have, the greater will be the resistance by those who will be directly affected by it. Just as resistance to the typewriter was overcome as it proved to be a more efficient method of handling written documents, so will resistance to new word processing gradually disappear. Many people believe that this versatile new equipment is the vehicle that will carry us into a new era in the office, surpassing the typewriter in its potential impact for radical change.

When the first typewriter was introduced, most secretaries were men. These nineteenth centrury clerks strongly opposed the typewriter because it offered a means for women to gain access to the previously male-dominated business office. Since most men did not learn to use a typewriter, women were trained, and soon started replacing men in clerical positions. Not only did the typewriter propel the office into a new era of communications, it opened doors for women who had previously been restricted to homemaking. Ironically, the developments in word processing follow a similar pattern. Almost everyone concurs that word processing will revolutionize the office. But even more important, the social impact of this invention has far-reaching implications for women who are demanding opportunties for promotion. Word processing and the women's movement have the potential to radically change not only the office, but the image of the modern business woman as well.

In the future, many jobs will depend greatly on keyboarding skills as we move into an era of automated systems. Many women, once chained to a typewriter with no hope of advancement, will use these skills to move up the corporate ladder. Young people who are training for secretarial positions today will have many opportunities for advancement that their predecessors, the first women secretaries, never dared dream. Likewise, young people who enter the business world will find stereotyped views of the secretary's role changing, in the future, many young men may begin business careers in entry-level secretarial positions.

While the invention of the typewriter was followed by a number of office machines that improved quality and ease of producing documents, actual quantity of production has improved very little since the turn of the century. Secretaries in 1910 typed 50 to 60 words per minute at a salary of $10 per week. By 1950 the salary had risen to $45 a week, but secretaries were still typing at about the same rate. Today, secretaries using traditional equipment type at a similar rate, but inflation has caused prices to spiral to $150 to $175 per week. As production costs mounted, actual production remained static; the only way to improve production was to increase the secretarial force. Inevitably, the automation that swept factories and accounting departments had to find its way to the office.

Today, word processing, the nucleus of modern automated systems, is sweeping the American business scene. Improved technology seems to feed on itself, with each day bringing new breakthroughs as equipment companies vie for the leadership role in this lucrative new market that is growing by "leaps and bounds."

Dictation equipment also met with opposition when it was introduced, and today many secretaries, as well as executives, still resist the movement toward increased utilization of machine dictation.

Thomas Edison was the first person to reproduce sound. His invention was a crude machine that created an impression on tinfoil. In 1881 Alexander Graham Bell, Charles Painter, and Chickester Bell devised the first machine for commercially recording and reproducing sound. These men also invented the first equipment for transmitting the human voice by means of light waves. Charles Painter's machines for recording and reproducing sound in the business office followed these inventions.

BEST COPY AVAILABLE

The typewriter and dictation equipment combined to increase productivity, to improve quality of documents, and to reduce time and energy expanded in production. For decades the office operated successfully, utilizing these inventions and profiting from improved versions of the transcribing machines. Recently, however, there has been an explosion of paperwork that has overcome the capabilities of the traditional office. The number of people who generate paperwork has increased 90 percent in recent years. Today, American businesses use approximately 7300 miles of paper daily. Paper tends always to generate more paper. The problem facing today's businesses is how to make paper work, instead of creating more paperwork. The answer to this massive problem has been found in word processing and automated office systems. The office of the future, which is already emerging, promises to be a paperless office.

Many believe that word processing is a culmination of every major development in business technology since the nineteenth century, but technically, word processing is a new concept originating in the mid 1960's. The term originated in Germany when Ulrich Steinhilper, an office products manager, devised the idea following the introduction of IBM's Magnetic Tape Electric Typewriter (MT/ST). He coined the term "textverabetung" which means text processing. As the concept gained in acceptance, it was usually referred to as "power typing," with the term "word processing" gradually evolving as the terminology appropriate to this new concept. Steinhilper believed that if all dictation could be channeled through power typewriters, production could be increased while simultaneously reducing costs. In 1969 IBM marketed the Magnetic Card Selectric Typewriter (MC/ST) – which was designed specifically to penetrate the typewriting market.

CHECK POINT

Obtain a copy of Check Point No. II from your instructor. Fill in the blanks and check your answers with your instructor.

INSTRUCTIONAL OBJECTIVE III

The student will be familiar with the three key components of word processing.

Read the following information. Look up any words that you do not understand.

Components of Word Processing

The three key components of word processing are personnel, procedures, and equipment.

Personnel

Perhaps the most important component of a word processing system is the personnel who must make the system work. If word processing is correctly implemented and properly supervised, the result is usually pleasing to those involved.

The word processing movement has changed the role of the traditional secretary. Word processing divides the secretarial functions. The correspondence secretaries or specialists perform the typing duties while administrative secretaries or specialities are responsible for the remainder of the support work. This division of responsibilities enables secretaries to become specialists and provides opportunities to advance up the career ladder.

Procedures

Not only has word processing brought change to the secretary's job description and function, it has also changed the way in which work is produced. The traditional method in which one secretary works for one or more executives is being gradually replaced by centralization which divides the work between typing specialists and administrative secretaries.

1. One-to-one relationship – The traditional method in which the secretary assists only one executive and does all the secretarial office tasks. This is probably the most expensive method.
2. One-to-several relationship – one secretary does the secretarial tasks for several principals. This method may be found in a small office or in a division of a larger company.

3. Total centralization – A word processing center supports an entire company. The division of work makes maximum productivity possible by having the entire typing function performed by correspondence secretaries and all other secretarial services performed by administrative secretaries.

In order for a word processing system to function efficiently, procedures must be established, updated, and revised as necessary. Procedures and policies are specifically described in company procedures manuals, which are given to all employees. The procedures manual spells out the prescribed method for doing all written communications and ranges from dictation guidelines for the word originator to style and format policies for the correspondence secretary.

Equipment

The selection of equipment is of primary importance to any word processing system. There are presently 40 to 50 manufacturers of word processing equipment.

Word processing equipment is divided into two categories.

1. Input – dictation system
2. Output – text editing equipment

Dictation equipment was first used successfully in the 1920's and was the forerunner of today's sophisticated system. At first, dictation equipment was not widely used because of correction limitations. Magnetic recording media made possible corrections in dictation, easy review of dictated material, and the ability to record for longer periods of time.

There are several types of dictation equipment from which to chose.

1. Portable unit – The portable unit is good to use for dictation away from the office. It is small and easy to carry.
2. Desk-top unit – The desk-top unit is useful for the executive who has high volume dictation.
3. Centralized system – The centralized system uses private wire and/or a telephone connection. Several people can dictate into one system. The centralized system is usually found when word processing systems are used since it can serve more originators at the lowest cost per originator.

Three kinds of automated word processing equipment are available for use in the business world.

1. Stand alone units – These units comprise the largest category of word processing equipment. These machines use either magnetic tape cartridges, cassettes, or magnetic cards on which a recording is made.
2. Communicating typewriters – These typewriters combine the capabilities of computers and automatic typewriters. They have the ability to be used for machine-to-machine communications with other communicating typewriters.
3. Shared-logic system – Such systems can gain access to computer logic. Shared-logic systems offer expanded storage and rapid output.

Equipment plays a vital role in the efficiency of a word processing system. The future will bring new equipment and will continue to change today's office.

CHECK POINT

Obtain a copy of Check Point No. III from your instructor. Fill in the blanks and check your answers with your instructor.

BEST COPY AVAILABLE

INSTRUCTIONAL OBJECTIVE IV

The student will understand work production.

Work Measurement

Work measurement is a process used to determine how much keyboarding each word processing specialist is doing each day. There are several reasons for measuring work.

1. To maintain production records on each specialist
2. To schedule work to provide even work levels
3. To help identify problems
4. To help set production standards for a particular company

When specialists chart their line counts, they can see progress from month to month. This is a motivation technique for specialists take pride in how much work they can produce. The average word processing specialists can produce about 700 lines a day. Some may go as high as 1,000 lines a day.

Line Counter (Typewriter Rule)

Your instructor will distribute a line counter (typewriter rule) to each student. Follow these steps when using it in Check Point No. IV.

1. Place the line counter on the document to be measured.
2. Place the number 1 on the line counter next to the first line to be measured.
3. Use the left side of the counter if the document is singled spaced. Use the right side of the counter if the document is doubled spaced.

CHECK POINT

Obtain a copy of Check Point No. IV from your instructor. Measure 8 pages selected by your instructor and record your answers on the chart.

INSTRUCTIONAL OBJECTIVE V

The student will become familiar with the concepts of an electronic typewriter and perform some of its basic functions.

CHECK POINT

Follow the directions provided by your instructor in Check Point No. V.

INSTRUCTIONAL OBJECTIVE VI

The student will be able to plan a four-year course of study in the Business Education Program.

Business Education Major/Clusters

Do you know what you want to do when you graduate? Are you going immediately into the job market or are you planning to attend college or a technical school? In any case, there are many business education courses available to all high school students. Let us explore these courses.

Business education consists of four majors.

1. Accounting
2. Clerical
3. Stenographic
4. Senior Intensified Program

Upon completing one of these majors/clusters, you should have acquired entry-level skills required for specific business positions, promotions as well as personal business competencies, and good citizenship.

We will begin by looking at the four majors.

Accounting Major/cluster

Accountants are the people who keep financial records for businesses. Bookkeeper, junior accountant, and payroll clerk are a few of the positions available in the accounting field. An accounting major should like to work with numbers and concentrate on details.

Required courses

Typewriting I
Accounting I
Accounting II
*Office Procedures or Business Principles and Management

Other recommended courses

Business English
Business Law
Business Mathematics
Office Machines
Comparative Office Education I
Data Processing I
Introduction to Business
Typewriting II

Clerical Major/Cluster

Receptionist, file clerk, shipping clerk, typist, and PBX operator are just a few of the hundreds of clerical positions. Clerical workers (administrative and technical support-clerical) should be dependable and should get along well with other people.

Required courses

Typewriting I
Typewriting II
Accounting I or Record Keeping I
**Office Procedures

Other recommended courses

Accounting I
Business English
Business Law
Business Mathematics
Business Principles & Management
Cooperative Office Education I
Introduction to Business
Office Machines
Record Keeping I
Shorthand I
Word Processing I
Data Processing I

Stenographic Major/Cluster

A stenographer takes notes in shorthand and uses these notes to type business letters and documents. Medical, legal, and technical offices are examples of businesses that employ stenographers. A stenographic major needs a good background in English grammar.

Required courses

Typewriting I
Shorthand I
Shorthand II
**Office Procedures

Other recommended courses

Accounting I
Accounting II
Business English
Business Law
Business Mathematics
Cooperative Office Education I
Data Processing I
Introduction to Business
Office Machines
Typewriting II
Word Processing

Senior Intensified Program (Major/Cluster)

The Senior Intensified Major/Cluster is for senior students who went to work in offices but have taken only a limited number of business and office education courses. During a two-hour block, the students study areas which will prepare them for jobs such as office clerk, file clerk, or receptionist. The only course prerequisite to the Senior Intensified Program is one full year of Typewriting I.

During the two-hour block, the students study advanced typewriting, business communications, office machines, and office procedures.

* Students who successfully complete Cooperative Office Education I and are enrolled in Cooperative Office Education II are not required to take Office Procedures nor Business Principles and Management.

** Students who successfully complete Cooperative Office Education I and are enrolled in Cooperative Office Education II are not required to take Office Procedures.

Business Education Courses

ACCOUNTING I

Recommended Grade Level: 11th
Prerequisite: None
Length of Course: 1 year
Credit: 1 unit

Accounting I is designed to equip the students with a knowledge of the complete double-entry accounting process as well as a broad general knowledge of business vocabulary. Students will be trained in the manual procedures for processing financial data and introduced to the basic concepts that apply to processing data by machine and by computer. Procedures include recording and posting business transactions to accounts in journals and ledgers, closing entries and financial statements, and analyzing financial data at the end of a period.

ACCOUNTING II

Recommended Grade Level: 12th
Prerequisite: Accounting I
Length of Course: 1 year
Credit: 1 unit

Accounting II is offered to students who have successfully completed Accounting I and who have exhibited a knowledge of the complete accounting cycle. Students will complete a practice set for realistic business situations both in partnership and corporation accounting (voucher system) along with resolving control accounting problems.

BUSINESS ENGLISH

Recommended Grade Level: 12th
Prerequisite: Typewriting I, and English III (or equivalent)
Length of Course: 1 year
Credit: 1 unit

Business English is designed for 12th grade students majoring in Business and Office Education. Emphasis is placed on effective written and oral communications. Use of the dictionary and the improvement of one's vocabulary is stressed. Students will observe demonstrations and practice written and oral communications so that they are able to compose messages, type letters, and make oral presentations under conditions normally encountered in the business world. The course will be taught in a room equipped with typewriters. Business English may be used as the English 4 requirement of language arts for the business and office education students.

BUSINESS LAW

Recommended Grade Level: 12th
Prerequisite: None
Length of Course: 1 semester
Credit: ½ unit

Business Law provides a valuable background for all students whether they use this knowledge in business or personal affairs. The course depicts rights and legal problems encountered by the average American citizen. The course is conducted via lectures, group sessions, group presentations, study guides, field trips, and speakers. The course is designed to be of both personal and vocational value to students. Business Law will help students develop an understanding of their personal rights and obligations in both business and in the home. They will learn the fundamentals and technical vocabulary peculiar to Business Law. The students will observe the operation of local government at both the county and state levels.

BUSINESS MATHEMATICS

Recommended Grade Levels: 10th – 12th
Prerequisite: None Length of Course: 1 year
Credit: 1 unit

Business Mathematics covers principles and operations that prepare the student to handle personal business matters normally encountered in everyday living. Business Mathematics serves as a foundation for all areas of business, office, and consumer education. Students will interpret and use data from business forms that are commonly used in business mathematics; and prepare and use charts, graphs, and tables in connection with problem solving. Business Mathematics may be used as a mathematics requirement.

BUSINESS PRINCIPLES AND MANAGEMENT

Recommended Grade Levels: 11th -- 12th
Prerequisite: None
Length of Course: 1 semester
Credit: ½ unit

Business Principles and Management offers a general overview of the American business system and a study of various forms of business ownership; internal organization and management functions of business; and managerial process and the functions of planning, organizing, staffing, directing and controlling as they relate to the daily job of an administrator; a middle manager, or an office supervisor. The course is recommended for the accounting, clerical, and Senior Intensified Program, and stenographic majors/clusters. This course may pre-empt the required course, Office Procedures, for accounting majors.

COOPERATIVE OFFICE EDUCATION I

Recommended Grade Level: 11th
Prerequisite: Typewriting I
Length of Course: 1 year
Credit: 1 unit

In order to comply with State standards, schools offering the Cooperative Office Education Program are required to offer two classes of Cooperative Office Education I to eleventh grade students for one hour of classroom instruction. One unit toward a high school diploma will be awarded to enrollees. Students enrolled in Cooperative Office Education I will receive no on-the-job training. Students must successfully complete Typewriting I before entering Cooperative Office Education I.

COOPERATIVE OFFICE EDUCATION II

Recommended Grade Level: 12th
Prerequisite: Cooperative Office Education I
Length of Course: 1 year
Credit: 2 units

Cooperative Office Education II is designed for senior students who have completed Cooperative Office Education I. A two-hour block will be devoted to classroom instruction and students will receive on-the-job training in an office situation. Three units toward a high school diploma will be awarded to enrollees satisfactorily completing classroom requirements and job training.

COOPERATIVE OFFICE EDUCATION II WORK EXPERIENCE

Recommended Grade Level: 12th
Prerequisite: Enrollment in Cooperative Office Education II
Length of Course: 1 year (300 hours)
Credit: 1 unit (Job requirement)

Students earn credit for supervised experience and on-the-job training that is related to their occupational goals.

DATA PROCESSING

Recommended Grade Levels: 10th – 12th
Prerequisite: None
Length of Course: 1 semester
Credit: ½ unit

Data Processing is an introductory course designed to: (1) acquaint the students with the changes that have taken place in processing data because of electronic computers; (2) develop, through logic required by the computer, experiences and skills in analyzing problems and laying out logical, step-by-step solutions; (3) help prepare students for careers in which they need to understand automated data processing even though their jobs may not be directly connected with electronic computers; and (4) give students a basic foundation on which they can build in order to prepare themselves for careers in electronic data processing.

DATA PROCESSING I

Recommended Grade Levels: 11th – 12th
Prerequisite: None
Length of Course: 1 year
Credit: 1 unit

BEST COPY AVAILABLE

Data Processing I is a one-year course designed to prepare students for entry-level occupations. Within this year, students will examine careers in data processing, study the development of data systems, view components of automated systems, and receive hands-on experience with some type of data-entry and peripheral equipment operation.

INTRODUCTION TO BUSINESS

Recommended Grade Levels: 9th – 10th
Prerequisite: None
Length of Course: 1 semester
Credit: ½ unit

Introduction to Business is designed to help students understand and perform business activities that they will experience in their personal and work life. Introduction to Business is based on contemporary issues, the needs of students, and a basic education for successful living. Students will see how the economic system operates, and the opportunities, rights, and responsibilities for those who live and work under it. This course provides an opportunity for students to explore the advantages and potentials offered in each major/cluster of the business and office education curriculum.

INTRODUCTION TO BUSINESS

Recommended Grade Levels: 9th – 10th
Prerequisite: None
Length of Course: 1 year
Credit: 1 unit

Introduction to Business is designed to help students understand and perform business activities that they will experience in their personal and work life. Introduction to Business is based on contemporary issues, the needs of students, and a basic education for successful living. Students will see how the economic system operates, and the opportunities, rights, and responsibilities for those who live and work under it. This course provides an opportunity for students to explore the advantages and potentials offered in each major/cluster of the business and office education curriculum.

OFFICE MACHINES

Recommended Grade Levels: 11th – 12th
Prerequisite: Typewriting I
Length of Course: 1 semester
Credit: ½ unit

Students will operate adding, calculating, dictating, transcribing, duplicating, and other office machines. The students will receive a book of problems (including office procedures problems) with instructions for their solutions. Additionally, students will be given a vocabulary listing of business terms and taught the importance of using such terms. Operating procedures for each machine used will be demonstrated by instructors. Students are taught the "touch" system for all adding/calculating machines along with the use of good posture and the proper arrangement of materials on the desk for peak efficiency. Students will operate duplicators such as fluid, mimeograph, and offset press machines (when available) until they produce acceptable printed copies.

OFFICE PROCEDURES

Recommended Grade Level: 12th
Prerequisite: Typewriting I
Length of Course: 1 year
Credit: 1 unit

*Office Procedures is a required course for students completing the Stenographic, Clerical, or Senior Intensified Program, and for some Accounting majors/clusters. Instruction is designed to meet the needs of a particular major/cluster. The students will develop marketable skills in the chosen field with enough flexibility to enter any field. The role of responsibility in instruction includes operation of office machines (adding, calculating, copying, duplicating, dictating,

*Business Principles and Management course may pre-empt the required course, Office Procedures, for accounting majors. In addition, students who successfully complete Cooperative Office Education I and are enrolled in Cooperative Office Education II are not required to take Office Procedures.

and transcribing units); producing mailable letters; mailing and shipping services; business filing; records management; handling receptionist duties; telephone and telegraph services; inventories and their control; financial duties; and business careers.

OFFICE PROCEDURES

Recommended Grade Level: 12th
Prerequisite: Typewriting I
Length of Course: 1 semester
Credit: ½ unit

This course covers the same topics and allows practice on same equipment listed in Course 712543; however, less time is allowed for each.

RECORD KEEPING I

Recommended Grade Levels: 10th – 12th
Prerequisite: None
Length of Course: 1 year
Credit: 1 unit

Record Keeping I is designed for 10th, 11th or 12th grade students who wish to study the maintenance of simple records of both a personal and business nature. Given basic information, data and records of a simple business, the students will solve business problems; set up and post records; prepare a preliminary organizational budget; compile and record data with analysis of retail sales and purchases; and compute and work on payroll documents.

SENIOR INTENSIFIED PROGRAM

Recommended Grade Level: 12th
Prerequisite: Typewriting I
Length of Course: 1 year
Credit: 2 units

The Senior Intensified Program is designed for seniors with a limited business background. Instruction during the two-hour block of concentrated study includes the study of advanced typewriting, business communications, office machines, and office procedures.

SHORTHAND I

Recommended Grade Level: 11th
Prerequisite: Typewriting I
Length of Course: 1 year
Credit: 1 unit

Shorthand I is designed to introduce students to a system of symbols representing letters, words, and phrases. Upon completion of this course, the students will be able to write letters dictated at speeds of 60 to 90 words a minute and transcribe the letters with 95 to 98 percent accuracy.

SHORTHAND II

Recommended Grade Level: 12th
Prerequisite: Typewriting I and Shorthand I
Length of Course: 1 year
Credit: 1 unit

Shorthand II is an advanced course for students who have successfully completed one year of Shorthand I and one year of Typewriting I. Further speed building practice is provided through dictation of new material at 80 to 120 words a minute. Transcription is accepted at 95 percent accuracy. Students transcribe letters with carbon notations in mailable form.

TYPEWRITING I

Recommended Grade Levels: 10th – 12th
Prerequisite: None
Length of Course: 1 year
Credit: 1 unit

Typewriting I is a required course for students persuing careers in business and office education. Correct technique at the keyboard ("touch" system) is taught via simple straight copy material. Students will be given timed typing on straight copy material, letter problems, business forms, copies of manuscripts, tabulated reports, and outlines at various minimum words a minute. Typewriting I is a prerequisite for Business English, Cooperative Office Education I, Office Machines, Office Procedures, Senior Intensified Program, Typewriting II, and Word Processing.

TYPEWRITING II

Recommended Grade Levels: 11th – 12th
Prerequisite: Typewriting I
Length of Course: 1 year
Credit: 1 unit

Typewriting II is designed to give the students further practice in business typing to reach a marketable skill level. Instruction covers the types of materials used in Typewriting I with emphasis on office correspondence, reports, and forms. Neatness, speed, and accuracy are stressed.

WORD PROCESSING

Recommended Grade Levels: 11th – 12th
Prerequisite: Typewriting I
Length of Course: 1 semester
Credit: ½ unit

Word Processing is the transformation of ideas and information into a readable form of communication through the management of procedures, equipment, and personnel. Word Processing is a program for improving the efficiency and effectiveness of business communications. This course provides experiences that will present basic skills and concepts of word processing. The course is designed for the clerical and stenographic majors/clusters and the Senior Intensified Program. The course is also recommended for students enrolled in the cooperative office education program.

PERSONAL TYPEWRITING

Recommended Grade Levels: 11th – 12th
Prerequisite: None
Length of Course: 1 year
Credit: 1 unit

Personal Typewriting is designed for students who wish to learn how to use the typewriter as a writing tool. Course content includes learning the letter keys, building typing facility, learning the number and symbol keys, handling basic operations and building typing continuity, and typing personal notes and letters.

NOTE: This course may not be counted in lieu of or as part of Typewriting I.

If you select your high school courses properly and satisfactorily complete each one of them, upon graduation you should have business entry-level skills as well as personal skills to help you in your everyday living.

If you are looking for more information about the business education program in your school, talk to one of the business education teachers or your vocational guidance counselor.

CHECK POINT

Obtain a copy of Check Point No. VI from your instructor. Plan a four-year course of study in business and office education by completing this secondary plan sheet.

213.362-010 COMPUTER OPERATOR (clerical) console operator.

Monitors and controls electronic computer to process business, scientific, engineering, or other data, according to operating instructions: Sets control switches on computer and *peripheral equipment,* such as external memory, data communicating, synchronizing, *input,* and *output* recording or display devices, to integrate and operate equipment according to program, *routines, subroutines,* and data requirements specified in written operating instructions. Selects and loads input and output units with materials, such as tapes or punchcards and printout forms, for operating runs or oversees operators of peripheral equipment who perform these functions. Moves switches to clear system and start operation of equipment. Observes machines and control panel on computer *console* for error lights, verification printouts and error messages, and machine stoppage or faulty output. Types alternate commands into computer console, according to predetermined instructions, to correct error or failure and resume operations. Notifies supervisor of errors or equipment stoppage. Clears unit at end of operating run and reviews schedule to determine next assignment. Records operating and down time. Wires control panels of peripheral equipment. May control computer to provide input or output service for another computer under instructions from operator of that unit. May operate small-scale computer (known variously as mini-limited-storage-, or desk-size computer) and related *on-line* or *off-line* equipment and be designated SMALL-SCALE-COMPUTER OPERATOR (clerical).

213.382-010 COMPUTER PERIPHERAL EQUIPMENT OPERATOR (clerical) assistant console operator; tape handler.

Operates *on-line* or *off-line* peripheral machines, according to written or oral instructions, to transfer data from one form to another, print *output,* and read data into and out of digital computer: Mounts and positions materials, such as reels of *magnetic tape* or *paper tape* onto spindles, decks of cards in hoppers, bank checks in magnetic ink reader-sorter, notices in *optical scanner,* or output forms and carriage tape in printing devices. Sets guides, keys, and switches according to oral instructions or *run* book to prepare equipment for operation. Selects specified wired control panels or wires panels according to diagrams and inserts them into machines. Presses switches to start off-line machines, such as card tape converters, or to interconnect on-line equipment, such as tape or card computer *input* and *output* devices, and high speed printer or other output recorder. Observes materials for creases, tears, or printing defects and watches machine and error lights to detect machine malfunction. Removes faulty materials and notifies supervisor of machine stoppage or error. Unloads and labels card or tape input and output and places them in *storage* or routes them to library. Separates and sorts printed output forms, using decollator, to prepare them for distribution. May operate punchcard tabulating machines, such as sorters and collators. May be designated according to specialty of equipment operated as CARD-TAPE-CONVERTER OPERATOR (clerical); HIGH-SPEED-PRINTER OPERATOR (clerical).

213.685-010 AUXILIARY-EQUIPMENT OPERATOR, DATA PROCESSING (clerical)

Tends one or more of the following office machines that sort, assemble, separate, convert, or reproduce computer *input* or *output* data in *electronic data-processing* establishment or department: Tends sorting machine that automatically groups cards or other materials in numerical or alphabetical sequence according to any classification punched in materials [SORTING-MACHINE OPERATOR (clerical)]. Tends reproducer that automatically punches information from one set of punched source cards into another set of cards. Tends interpreting machine that translates alphabetical or numerical data from punched holes in card or tape to printed matter on same or different card or tape, or onto printout sheet. Tends collator that

BEST COPY AVAILABLE

merges two or more sets of input or output cards into one set of given sequence or verifies uniformity of information printed on two or more sets of cards. Tends bursting and decollating equipment that removes carbons from printout sheets and separates sheets [BURSTING-MACHINE TENDER (clerical)]. Performs other clerical duties as assigned by SUPERVISOR, COMPUTER OPERATIONS (clerical), or SUPERVISOR, MACHINE RECORDS UNIT (clerical), to facilitate operation of department. May be designated by specialization of machine tended as COLLATOR OPERATOR, DATA PROCESSING (clerical), INTERPRETER OPERATOR, DATA PROCESSING (clerical); REPRODUCER OPERATOR, DATA PROCESSING (clerical).

BEST COPY AVAILABLE